

State Board of Education - Accountability Committee Meeting

Ohio Department of Education

SBOE Meeting Room

June 9, 2014

Present: Mike Collins, Stephanie Dodd, Tom Gunlock, C. Todd Jones, Debe Terhar, Rebecca Vazquez-Skillings

Welcome and Approval of Minutes

Chair Gunlock opened the meeting at 8:31 a.m. Mrs. Terhar motioned to approve the May 12, 2014 minutes and Mr. Jones seconded the motion. All committee members voted in agreement and the motion passed.

Education Commission of the States Report

Chris Woolard presented a brief overview of the Education Commission of the States report. ODE was named as one of the top three of states in the country. President Terhar thanked Chris and ODE staffers for all their hard work on behalf of the Accountability Committee.

Discussion of Gifted Indicator

The Gifted Indicator framework that was agreed-upon at the May meeting includes three big pieces: Progress – Gifted Value-Added, Performance – Gifted Performance Index, and Opportunities – District Inputs. A scoring structure was agreed to, as well. Districts or buildings must meet all three of these measures to meet the indicator. While this will be reported on this year's report card, it will actually count as one of the indicators on the 2015 report card. A decision is needed on what it takes to meet each of the three measures. Chris reviewed a PowerPoint presentation showing suggested options.

President Terhar presented the following motion, and Mrs. Dodd seconded the motion.

I move that the committee accept the following thresholds for each element of the gifted performance indicator at the district level. The threshold for each element would need to be reached for the total indicator to be met.

For school year 2014/2015 - Gifted Value-Added is C and above; Gifted Performance Index is 115 and above; Gifted Input Points is 40 and above.

For school year 2015/2016 - Gifted Value-Added is C and above; Gifted Performance Index is 116 and above; Gifted Input Points is 60 and above.

For school year 2016/2017 - Gifted Value-Added is C and above; Gifted Performance Index is 117 and above; Gifted Input Points is 80 and above.

If the weights for the performance levels are changed in the future, the Gifted Performance Index threshold score shall be adjusted to conform to the new weights in such a way that by school year 2016/2017 the threshold will require that 80% of gifted students scoring at the highest level (currently advanced); 10% scoring at the second highest level (currently accelerated) and 10% scoring at the third highest level (currently proficient). In school year 2015/2016, the threshold will be 80% of gifted students scoring at the highest level (currently advanced) and 20% scoring at the middle level and above (currently proficient and accelerated).

The gifted performance indicator shall be reviewed as needed once new assessments are implemented to determine how new measures will be incorporated and to reset thresholds if required.

Rationale for the motion: The gifted performance indicator thresholds should be a set at level consistent with other indicators. For two elements, this requires a phase-in to the desired level of 80% of gifted students meeting the prescribed metric. This phase-in of

thresholds will allow districts two years to institute appropriate identification practices that should already be in place. It will also allow districts to properly document services that they are currently offering but are neglecting to report.

President Terhar then amended her motion to include the following parameters for 2013-14: Gifted Value-Added is c and above, Gifted Performance Index is 115 and above, and Gifted Input is points 40 and above. President Terhar motioned, Mrs. Dodd seconded and all committee members voted in agreement. The motion passed.

Report on Parent Focus Groups

Brittany Wolverton and Eben Dowell reported on outcomes of focus groups which included parents gathered by Ohio Association for Gifted Children and by Northmont City Schools. Topics covered during the focus groups were the Gifted Dashboard, district financial page, K-3 Literacy and Prepared for Success Components, and the report card overall. Participants were asked whether the information made sense, what could be done to make the information more clear and useful, and what additional data they would like to see. The focus groups were small – about 10 people in each group – and most participants were female, with very little racial diversity within the groups. Some Board members expressed concern over the demographics and lack of diversity. Staff felt that a lot of great feedback was received during the focus groups, and they will work to integrate suggested changes to the report card where possible.

Adjournment

President Terhar motioned to adjourn, Mr. Collins seconded the motion, and Chair Gunlock adjourned the meeting at 9:34 a.m.